



Meet the Bears

Unit Summary

Working with older buddies, primary students become experts on eight species of bears. Students engage in a variety of comparison activities, including estimating and measuring the differences between themselves and bears. Students also compare the habitats, sizes, and needs of two bear species. Finally, students dig deeper to learn all they can about one bear species and apply their expertise as they make a guide for children who visit the local zoo.

Curriculum-Framing Questions

- **Essential Question**
Are we like other animals?
- **Unit Questions**
How are we different from bears?
What do animals need to live?
- **Content Questions**
What do bears eat?
What are a bear's characteristics?

Assessment Processes

View how a variety of student-centered [assessments](#) are used in the Meet the Bears Unit Plan. These assessments help students and teachers set goals; monitor student progress; provide feedback; assess thinking, processes, performances, and products; and reflect on learning throughout the learning cycle.

Instructional Procedures

Getting to Know Bears: Prior to instruction, read the [teacher background information](#) for a basic introduction. Check out a mixed collection of fiction and nonfiction books about bears. Arrange for study buddies from a fifth-grade class. Schedule times for older buddies to help younger students as they read, study, and write about bears.

- Give each student a large piece of folded construction paper. This folder will be kept throughout the entire unit to hold all papers and handouts. At the end of the unit, students can design a cover page for their folder. This may be used as an additional measure to assess students' understanding of the unit.
- Keep a [student vocabulary page](#) so students can track the new vocabulary they learn. Keep a list of the vocabulary and definitions on a piece of chart paper for the class to see. Students copy definitions from the teacher's chart, and draw and color pictures to represent each vocabulary word.

Week One: To begin the unit, start by reading the book *We're Going on a Bear Hunt*, by Michael Rosen. Have student volunteers or the whole class participate in a "bear hunt" with you by acting out the motions from the book. After the bear hunt is finished, have students fill out the KNOW part of their Know-Wonder-Learn (K-W-L) chart. Students can write words or draw pictures to represent what they know. After students have been given enough time to fill out the KNOW section of their chart, have them give you their ideas as you record them on the class K-W-L chart. Use their responses as a means for discussion along the way. Spark students' curiosity by asking the question, *What more do you want to know about bears?* Have students fill out the WONDER section of their K-W-L chart. Give students time to fill out their chart. Bring the group back together and have students share their questions. Record them on the WONDER section of the class K-W-L chart. Keep the K-W-L chart posted for students to see throughout the unit. Make sure to come back to the questions as they are answered during the unit.

Teach students the differences between fiction and nonfiction, and then engage in the following activity. Using a mixed set of books about bears, describe each book, and read the summary from the flyleaf or back cover. Ask questions, such

At a Glance

Grade Level: K-2

Subjects: Life Science, Measurement, Report Writing Skills

Topics: Animals

Higher-Order Thinking

Skills: Analysis, Synthesis

Key Learnings: Natural History, Comparison, Measurement, Graphing

Time Needed: 3-4 weeks, 40-minute class periods, 3 class periods per week

Background: [From the Classroom](#) in Arizona, United States

Things You Need

[Assessment](#)
[Standards](#)
[Resources](#)

as the following:

- *Is this book fiction or nonfiction?*
- *How can you tell?*

Introduce students to Internet navigation by having them engage in a bears scavenger hunt with a fifth-grade buddy at [Bears at Enchanted Learning](#)*. Post the Essential Question on a piece of chart paper, and challenge the students to answer the question, *Are we like other animals?* This question will elicit many ideas and can serve as the basis for a discussion about the characteristics of bears. Record thoughts and ideas on chart paper, and leave the chart paper posted so the class can add to it as the unit unfolds.

To answer the Unit Question, *What do animals need to live?* have students learn the LAWS of the land. On a sheet of paper, have students write the word LAWS vertically down one side. Explain that what all living things need to survive can be summarized by the LAWS of the Land:

- *L stands for land*
- *A stands for air*
- *W stands for water*
- *S stands for sun*

Have students write the words and do a quick illustration for each word. Refer to LAWS throughout the unit as you talk about what bears need to live and survive.

Week Two: Research time. Support teams as they spend the week researching questions about bears. Have students participate in a Bears Compare team study and contrast two bear species to answer the Content Questions:

- *What do bears eat?*
- *What are a bear's characteristics?*

Brainstorm a list of everything that can be compared, such as size, lifespan, biome and habitat, habits, diet, growth and development, hibernation patterns, and whether a particular species is endangered. The [compare the bears sheet](#) can be used to record student responses. In addition, have students record the weight, length, and diet for each bear on large Bears Compare posters. The information from this activity is used in the upcoming Bears and Me activity.

Students study their topics using cooperative experts, such as wildlife biologists at the local ranger district, books, and Web sites like [Bear Den](#)*, [Bears](#)*, [Polar Bears International](#)*, and [Bears at Enchanted Learning](#)*. Students then present what they have learned to the class. As a break, consider using this mother bear [movement activity](#)*.

Bears and Me

This activity addresses the Unit Question, *How are we different from bears?* Use the [Bears and Me sample](#) as a guide for Activities 1 and 2. Have each student choose one bear species. Then, have students compare the bears to themselves.

1. *Activity 1: Compare What We Eat.* Using information from the Bears Compare poster, have student pairs compare their diets to the diet of one bear species, and make a Venn diagram of similarities and differences. For a greater comparison, make a Venn diagram with three circles, comparing three bears. Show students how Venn diagrams display overlapping information by completing an example on chart paper for the whole class.
2. *Activity 2: Compare Our Size.* (Prepare your computer projection system for this demonstration.) Ask the following questions:
 - *How many of us would it take to weigh the same as a bear?*
 - *What do you want to know before you make your best guess?*

Answer questions and write predictions on the board. Ask, *How can we answer this question?* Refer to the weight data of the different bear species from the Bears Compare poster and ask students to choose which bear they want to be compared to. Weigh students one at a time, and guide students as they add the weights until the pounds add up to the weight of the bear. Have students being weighed stay in a cluster at the front of the room until weighing is complete. Next, have students work with buddies to do repeated addition (or multiplication) of their individual weights to see how many "Andrews," for instance, would be needed to weigh the same as one bear. Try to get all the species represented. Show students how the information can be shown in a [spreadsheet](#), and model how the data can be presented in a graph or chart. After students have their comparison to their bears, distribute the spreadsheet handout and have students walk around and ask each person how many of them it took to equal the bear's size. Have students fill in their spreadsheet form to keep track of each person's comparison. Use the [spreadsheet student example](#) and [graphing student example](#) to get an idea of what a finished product might look like. Have each student also create a graph that compares the student's weight with the bear's weight. The graphs are used later in the student brochures.

After both activities are completed, have students discuss in a pair-share format the Essential Question, *Are we like other animals?* Have students take a few minutes to discuss their ideas together and record them on paper. Bring the discussion back to the whole group and add ideas to the chart paper created at the beginning of the unit. Have students get out their K-W-L chart and begin to fill out the LEARN section with what they have learned so far.

Have students revisit the questions in the WONDER section to see if they have been answered yet. Have volunteers share some of their responses to add to the class K-W-L chart.

Week Three: Develop linear measurement concepts with this activity. Cut a piece of string the length of the bear the students chose in the Bears and Me activity. Then have students find objects in the school that are the same length, smaller, or bigger than the string. Tell students to record their findings by listing the name of the object they are measuring and whether the object is bigger, smaller, or the same size as the bear. Have students illustrate the findings to show the comparison of size. Help students illustrate their findings on chart paper. In cooperative groups, have students and their buddies use butcher paper to create a life-sized image of their bear. Then, use butcher paper to trace and cut out each person in the group so students can compare their height to the height of the bear.

Week Four: In this activity, the following Unit and Content Questions are reintroduced and answered:

- *How are we different from bears?*
- *What do animals need to live?*
- *What do bears eat?*
- *What are a bear's characteristics?*

Students demonstrate their understanding of these questions by first completing research on a particular bear species and then summarizing the information in a [brochure](#) to be distributed at the local zoo. Before this lesson begins, show students how to use the [bears brochure checklist](#) as a guide for content and quality as they create their brochures. Go over the [bears rubric](#) so students are aware of what criteria you will be using to grade the brochures. Have students collect information about their bears' habitats and compare the information with a bear found at [The Bear Den*](#). Students color world maps showing where the various bear species live. Have buddies work together for the next part of this activity. Import a graphic of a bear, either by scanning original paintings or drawings by students or using photo galleries on the Internet (such as [Kaboose*](#)). Guide students as they research facts about their bears and record their findings on the [bear facts recording sheet](#). Students use the information from this recording sheet when they create their brochures with their fifth-grade buddies.

Concluding Activities: Have students get into groups of four. Organize groups so each participant has a different bear. Have each student show his or her brochure picture and choose two facts about the bear to share with the group.

As a whole group, discuss the Essential Question, *Are we like other animals?* Have students give ideas as you record them on the class chart that you started at the beginning of the unit. Have students finish filling out the LEARN section of their K-W-L chart with at least two more facts or ideas they learned from the lesson.

Have students go back to the Essential Question—*Are we like other animals?*—and record their ideas for their folders. Tell them to use their folder contents, brochure, and any other handouts or resources they would like to use to help answer the question.

Prerequisite Skills

- Students may need mini-lessons on spreadsheet and keyboarding use.
- Prior experience with word processing and file management is helpful.
- Previous cooperative learning and Internet use would be beneficial.

Differentiated Instruction

Resource Student

- Make modifications as dictated in the student's IEP
- Have the student work with more able buddies
- Provide the student with additional picture books about bears
- Have the student work with parent volunteers or teacher's aides

Gifted Student

- Encourage broad and deep research
- Have the student make additional comparisons, such as life span
- Have the student research more than one bear and complete a three-ringed Venn diagram

English Language Learner

- Encourage support from first language speakers who are more proficient in English
- Provide extra time for completing the assignments
- Have parent volunteers or teacher's aides provide assistance
- Offer teacher-created templates and graphic organizers for the student to fill in
- Use visuals, manipulative learning tools, and illustrated text

Credits

Marika Koch and Leigh Pitts participated in the Intel® Teach Program, which resulted in this idea for a classroom project. A team of teachers expanded the plan into the example you see here.

Designing Effective Projects: Meet the Bears From the Classroom

Kindergarteners team up with older buddies

When she first thought about taking the Intel® Teach Program Marika Koch wondered if technology had a place in her Kingman, Arizona, kindergarten class. "As soon as I hit on the idea of having my students work with bigger buddies, technology for the 'Bears' unit fell right into place," she says.

Before teaching the unit, Marika collaborated with an interested fifth-grade teacher to plan activities and schedule a common work time for their students. To make their cooperative venture work, each teacher had to accept trade-offs, such as missing a library session or a preparation period, but both thought the teamed instruction was worth it. In the process of helping kindergarteners learn about bears, fifth graders learned technology and research skills that were appropriate for their grade. After helping younger students sort and count colorful gummy bears, older buddies learned to use a spreadsheet to graph color frequency and the results from a Favorite Flavors poll. Fifth- graders found interesting books and Web sites for their young friends, and in the process learned to make research queries on the Internet and cite references for a bibliography.

Measured approach

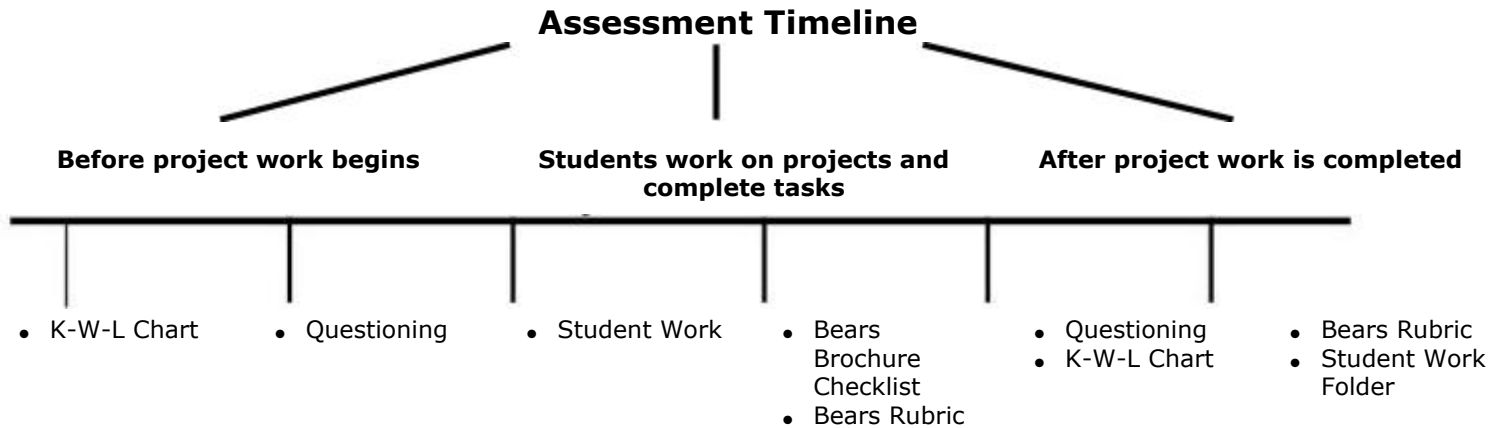
When deciding how to use computers in her kindergarten classroom, Marika took a measured approach. "At this grade level, I use technology predominately for presenting instruction," she says. "Presentation technology such as a slideshow gives me one more method for delivering instruction, and it makes learning visual and exciting." Marika takes student work and presents it electronically, too. Recently, she scanned student artwork and put it in a slideshow for a parent night presentation. In terms of using computers themselves, Marika found it made sense to pair students with older buddies when they worked on projects involving technology. "This unit is more of an introduction for kindergarteners, more of an exposure to computers to show what they can do," she says, "And I think that's appropriate, developmentally."

Hualapai Elementary School

Marika's instructor for the Intel® Teach Program is also the technology teacher for Hualapai Elementary. "Between having the course and a great specialist on our staff, the technology competence has been raised at our school. The people who took the course in the fall really talked it up, and in the spring, other folks jumped right in." When asked what she'd like to do next, Marika says, "A second class would be nice, for the opportunity to focus on another unit!"

Designing Effective Projects: Meet the Bears Assessment Plan

Assessment Plan



Questioning using the Curriculum-Framing Questions and other high-level questions prompt student thinking and spark discussion throughout the unit. A Know-Wonder-Learn chart is used to tap students' prior knowledge about bears, prompt questioning and investigation of their own questions, and assess and offer recognition of learning. Students are given the [bears brochure checklist](#) and [bears rubric](#) to follow as they create their brochure and use as a final checklist before turning in the final brochure. The [bears rubric](#) is used to grade the students' brochures. Other assessments used to assess student performance are the written assessment, the folder contents, and informal observations. Informal folder checks ensure students are completing their work and understanding the concepts being taught.

Designing Effective Projects: Meet the Bears

Content Standards and Objectives

Targeted Content Standards and Benchmarks

Arizona Science and Math Standards

Students will:

- Describe the life cycles of living organisms
- Identify animal structures that serve different functions (such as sensory, defense, and locomotion)
- Recognize and distinguish similarities and differences among diverse species
- Recognize that a single object has different attributes (such as length, color, size, and texture) that can be measured in different ways
- Develop an understanding of number meanings and relationships
- Organize data using graphs (such as pictographs and tally charts), tables, and journals

National Educational Technology Standards (NETS)

Students will:

- Use technology tools to enhance learning, increase productivity, and promote creativity
- Use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works
- Use technology to locate, evaluate, and collect information from a variety of sources
- Use technology tools to process data and report results

Student Objectives

Students will be able to:

- Describe a bear's physical characteristics
- Compare the sizes of different types of bears and humans
- Compare the basic needs of one bear species (habitat, diet, and so forth) to humans
- Use a spreadsheet or graphing software to display measurements of bears and humans by collecting, sorting, and displaying data
- Synthesize information into a brochure

Designing Effective Projects: Meet the Bears

Resources

Materials and Resources

Printed Materials

Fiction and nonfiction books about various types of bears, such as:

- Feeney, K. (1997). *Pandas for kids*. Minnetonka, MN: Northwood Press.
- Rosen, M. (1989). *We're going on a bear hunt*. New York, NY: Simon and Schuster.
- Tracqui, V. (1998). *The panda*. Watertown, MA: Charlesbridge Publishing.
- Wexo, J. (2000). *Bears*. San Diego, CA: Wildlife Education.
- Wexo, J. (1997). *Giant pandas*. San Diego, CA: Wildlife Education.
- Wexo, J. (1999). *Polar bears*. San Diego, CA: Wildlife Education.

Supplies

- Pictures of bears

Internet Resources

- Bears.org
www.bears.org/*
Bear information and resources
- Polar Bears International
www.polarbearsinternational.org/*
Research and education to promote conservation
- Bears at Enchanted Learning
www.enchantedlearning.com/subjects/mammals/bear/Bearcoloring.shtml*
Illustrations and facts about bears
- Education Place
www.eduplace.com/activity/mother.html*
Mother Bear and Cubs activity
- The Bear Den
www.bearden.org/Eight%20Species.htm*
Information about bears sorted by species
- National Geographic's Bear Beginnings
www3.nationalgeographic.com/animals/mammals/polar-bear.html*
Multimedia presentation and other features highlighting the polar bear
- Kaboose
www.kidsdomain.com/clip/*
Clip art for kids

Technology—Hardware

- Internet connection to enable bears research
- Scanner to insert original paintings or drawings by students into brochures

Technology—Software


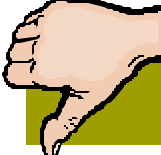

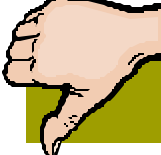

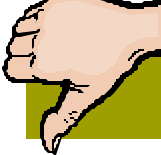

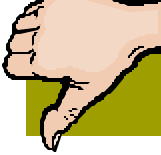

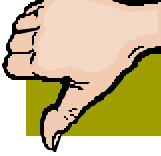

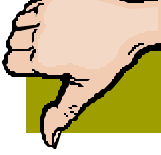

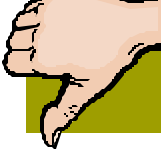

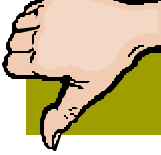

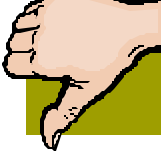
- Spreadsheet software for graphing activities
- Desktop publishing to publish brochures
- Encyclopedia on CD-ROM for bears research
- Web browser to research bears and complete activities throughout the unit
- Word processing to complete the brochure

Bear Brochure Checklist

Name _____

Thumbs Up!

Thumbs Down!

I described where my bear lives.		
I described what my bear looks like.		
I described how big my bear is and how it compares to me.		
I described what my bear eats and how it compares to me.		
I included at least two interesting facts about my bear.		
I wrote about how I am different and similar to my bear.		
I added a picture of my bear from the computer.		
I made a graph comparing my size with my bear's size.		
I tried my best.		

Meet the Bears Brochure Rubric



	4	3	2	1
Habitat	I used words to describe in detail where my bear lives. You can picture my bear's home in your mind.	I told where my bear lives. I added 1 or 2 details about his home.	I told where my bear lives, but I did not give any details about his home.	I did not tell where my bear lives.
Looks	I used words to describe what my bear looks like. You can see my bear in your mind.	I told what my bear looks like. I used some words to help you picture my bear.	I told what my bear looks like, but I left out some important details.	I did not tell what my bear looks like.
Size	I used words that help you to understand how big my bear is. I compared my bear's size to my size. I described 2 or more ways our sizes are different.	I told how big my bear is. I compared my bear's size to my size. I described 1 way our sizes are different.	I added something about my bear's size but did not really tell how big it is. I compared my bear's size to my size, but I did not describe our size differences.	I did not tell how big my bear is. I did not compare my bear's size to my size.
Diet	I described what my bear eats. I explained how or why it finds, gets, and eats its food. I compared my bear's food to my food. I described 2 or more ideas about our food choices.	I listed what my bear eats. I told which food is his favorite. I compared my bear's food to my food. I described 1 idea about our food choices.	I listed one or two kinds of food that my bear eats. I compared my bear's food to my food, but I did not add any ideas about our food choices.	I did not tell what my bear eats. I did not compare my bear's food to my food.

Facts	I included 4 or more interesting facts about my bear.	I included 2 or 3 facts about my bear.	I included 1 fact about my bear.	I did not include any facts about my bear.
Alike and Different	I described 4 or more ways that my bear and I are alike and different. I drew conclusions about our differences.	I described 2 or 3 ways that my bear and I are alike and different.	I described 1 way that my bear and I are alike or different.	I did not write about how my bear and I are alike and different.
Pictures	I added 2 or more pictures of my bear from the computer.	I added 1 picture of my bear from the computer.	With some help, I added a picture of my bear from the computer.	I did not add a picture of my bear from the computer.
Graph	I made 1 or more detailed graphs comparing my size with my bear's size.	I made 1 graph comparing my size with my bear's size.	With some help, I made a graph comparing my size with my bear's size.	I did not make a graph comparing my size with my bear's size.
Effort	I worked harder than I usually do, and I did my very best.	I worked hard.	I did the work, but I could have worked harder.	I did not do much of the work.

Teacher Background Information

There are eight different kinds of bears – brown bears, American black bears, polar bears, giant panda bears, Asiatic black bears, sloth bears, spectacled bears and sun bears.

- Koala bears are not real bears. They are marsupials.
- More bears are dying each year than are being born. Polar bears and American black bears are safe now. All other kinds of bears need protection. We need to save large areas where bears and other animals can live safely and not be hurt.

	American Black Bears	Asiatic Black Bears
Habitat (home)	Mostly in forests, but also in swamps and deserts throughout North America.	Prefer heavily forested areas, particularly in the hills and mountains and moist tropical forests in Southern Asia.
Diet	Plants, leaves, fruits, berries, nuts, roots, honey, insects, and small mammals.	Insects, small mammals, birds, carrion, bee nests, and fruit.
Physical Description	<p>Long, thick fur is brown or black. They are flat-footed and their front claws are longer than their back claws.</p> <p>6 feet long 300 pounds</p>	<p>Medium-sized bear. 50–74 inches long. 220–440 pounds. Females are smaller.</p> <p>They are normally blackish in color, with lighter muzzles and a distinct V-shaped patch of cream-colored fur on their chest. A brown phase also occurs. The ears of an Asiatic black bear appear much larger than those of other bear species.</p>
Special Features/Adaptations		
Interesting Info	<p>They are good swimmers and can climb trees. They have a good sense of smell but cannot see very well. They are afraid of grizzly bears.</p> <p>Two or three cubs are born during the winter while the mother is hibernating. They stay with their mom for one year.</p>	
Threats	Currently safe but real threat exists due to illegal poaching for the Asian medicinal market.	Poachers

	Brown Bears	Panda Bears	Polar Bears
Habitat (home)	Cool mountain forests and river valleys.	The mountains of China.	The Arctic (Greenland, Norway, former Soviet Union, Canada, and Alaska).
Diet	Plants, roots, berries, fungi, fish, small mammals, and large insects.	Bamboo (up to thirty-three pounds a day). Very rarely eat other plants or scavenge the meat of dead deer.	They are fierce predators who eat mostly seals and some walruses. Polar bears do not drink water but do occasionally eat berries or other plants when available.
Physical Features	Thick fur that can be black/brown or brown/blond. They have a big head, a long muzzle and a large hump on their shoulder. Females are about two-thirds the size of a male. 300–860 pounds Up to 9 feet and 6 inches long	3 to 4 feet tall 250 pounds	They have a small head and black nose. Their toes are slightly webbed so they can swim. They paddle with their front feet and steer with their hind feet. 10 feet long 1,700 pounds
Special Features/Adaptations	They can run up to 35 mph.		They can run up to 25 mph and are powerful swimmers. Polar bears have two types of fur: Thick, wooly fur close to their skin that keeps them warm, and hollow guard hairs that stick up and protect them from getting wet. These guard hairs are like drinking straws and are clear-colored (not white). Under the fur, they have black skin. This helps them absorb more heat from the sun. They also have a thick layer of fat under the skin that helps keep them warm. www.polarbearsalive.org/facts4.htm#anchor823832
Interesting Info	They are fierce predators and are mostly nocturnal. Although they sleep in dens during the winter, they are not true hibernators and can easily be awakened.		
Threats	Human encroachment and ensuing habitat loss. Illegal hunting.	Deforestation and poaching.	Massive oil spills and accumulating toxins in their food supply. A recent report said global warming is now affecting them as well.

	Sun Bears	Sloth Bears	Spectacled Bears
Habitat (home)	Lowland tropical rain forests in Southeast Asia.	Prefer to live in grasslands and forested areas at predominantly lower altitudes in India, Bangladesh, Nepal, Bhutan, and Sri Lanka.	They are most often found in what is called the cloud forest, a lush, misty ecosystem in the Andes Mountains.
Diet	Birds, small mammals, termites, the young tips of palm trees, and the nests of wild bees.	Mainly termites. Other items are fruit, plants, eggs, insects, honey, and carrion.	Fruit, rodents, and insects.
Physical Description	Smallest bear, 60–145 pounds, 48–60 inches long Short, sleek black fur with a golden or white colored crescent shape on their chest and the same lighter color around their muzzle and eyes. The muzzle is short.	Medium-sized bear, weighing between 175 and 310 pounds and is 60–75 inches long. It has a very shaggy coat of black fur, with gray and brown hairs mixed in. On the chest there is a white or cream colored U- or Y-shaped patch of fur. This same lighter color occurs around the muzzle and sometimes extends around the eyes.	Small black bear with cream-colored facial markings around its eyes. Females weigh about 150 lbs and males may weigh 250 pounds. They are about 60–72 inches long.
Special Features / Adaptations	The paws of the sun bear are large with naked soles, possibly an adaptation for better tree climbing.	Its upper incisors are missing, forming a gap, and its lips can extend to form a tube. With this, the sloth bear is able to suck up the termites, making a sound that can be heard over 330 feet away.	They are excellent tree climbers and tree foragers.
Interesting Info			Are thought to play a vital role in the forest by scattering seeds through their droppings.
Threats	Habitat loss and poaching.	Habitat loss and poaching. Natural predators such as wild dogs, tigers, and leopards.	Habitat destruction and hunting.

Name _____

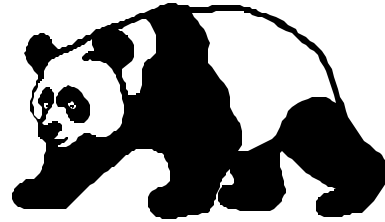
Date _____

Meet the Bears Vocabulary Page

Hibernate: To spend the winter inside a small space in a dormant or resting condition.



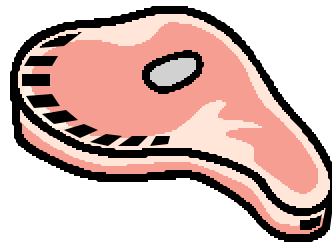
Bear: A large furry mammal with a short tail. Bears are omnivorous; they may eat plants, honey, insects, fish, and small mammals. There are several kinds of bears, including black bears, brown bears, grizzly bears, and polar bears.



Habitat: Where an organism lives; the place that is natural for the organism to live and grow.



Carnivore: A mammal that eats meat.



Name _____

Buddy _____

Compare the Bears

1) Directions: Pick two kinds of bears to study. Find out how big they are, what they eat, and where they live. Then think about how the bears compare.

(Note to the teacher: This page can be used as an assignment sheet by deleting the sample responses.)

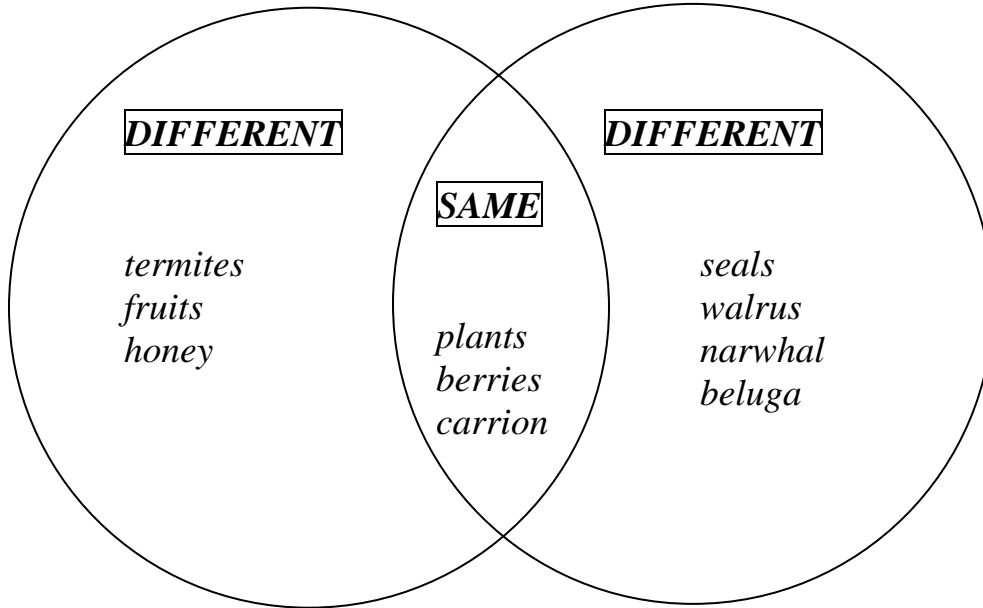
Species	<i>Sloth bear</i>	<i>Polar bear</i>
Length	<i>5 to 6 feet long</i>	<i>7 to 10 feet long</i>
Weight	<i>175 to 310 pounds</i>	<i>440 to 1760 pounds</i>
Food	<i>Termites, fruits, plants, eggs, insects, honey, and carrion (already dead animals)</i>	<i>Seals, walrus, a few narwhal or beluga, carrion (already dead animals), berries, and plants (there are not many to eat)</i>
Range	<i>Grasslands and forests around India</i>	<i>Way north, Alaska, Canada, Europe, Russia, and icy areas around the shorelines</i>
Special Features	<ul style="list-style-type: none"> • <i>Able to suck up termites, making a sound that can be heard over 330 feet away</i> • <i>Shake trees to get fruit</i> 	<ul style="list-style-type: none"> • <i>Run up to 25 miles per hour</i> • <i>Have black skin under their fur</i>
Hibernation Pattern	<i>Don't hibernate but may get slow and sleepy for a short time each year</i>	<i>Don't hibernate but may do "walking" hibernation</i>
Endangered Species	<i>Habitat loss and poaching</i>	<i>Oil spills and toxic waste in their food supply</i>
Compare	<p><i>The biggest sloth bear is smaller than the smallest polar bear. Polar bears are hunters, and sloth bears are not. A sloth bear eats nothing from the ocean. Both polar and sloth bears eat carrion and some plants, but their diets are very different. The polar bear lives near the north pole where it's really cold, and the sloth bear lives around India where it is hot. They both do not hibernate. They are both endangered species but for different reasons. A polar bear and a sloth bear would never meet, except maybe in the zoo.</i></p>	

What They Eat

2) Directions: Write what each bear eats in the circles. Write the foods they both eat in the center, where the circles overlap.

Kind of Bear: Sloth Bear

Kind of Bear: Polar Bear



3) Directions: Draw a picture of each bear on art paper. Show the bear doing what it does most of the time. Write sentences to tell what is happening in the picture.

Have your fifth-grade buddy help you write down where you got the information.

The Bear Den, www.bearden.org/slobear.html

Wexo, John.(2000). Bears. Wildlife Education, San Diego, CA..

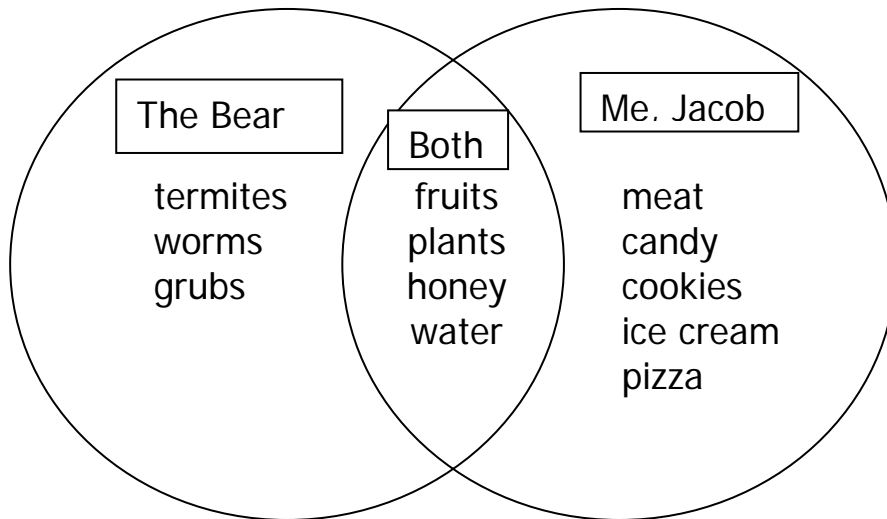
Meet the Bears

Two student activity examples – these could be made as posters, with drawings of the children, foods and bears.

Venn Diagram - Diet

Food comparison of one bear species' diet and a student's diet.

Bear Species: Sloth Bear Student: Jacob



How to make a bear out of me! By Angela
 I am comparing my weight to the weight of a mother polar bear!
 The bear weighs 650 pounds. I weigh 48 pounds.
(Student does repeated addition until she gets close to the bear's weight, then draws herself that many times, as well as a picture of the bear.)

$$48+48=96+48=144+48=192+48=240+48=288+48=336+48=384+48=432+48=480+48=528+48=576+48=624+48=672$$



It takes thirteen of me and almost one more to weigh as much as a polar bear.

Analyze the Results

Which bear (or bears) needs the most kids to equal its weight? _____

Which bear (or bears) needs the least kids to equal its weight? _____

Which bear/student combination is the lowest? _____

Which bear/student combination is the highest? _____

What does this data tell you? _____

Student Name	Polar	Panda	Sun	American Black	Asiatic Black	Brown	Sloth	Spectacled
Andrew			2					
Angela	13							
Phillip		4						
Kendra				6				
Sandra	14							
Maxwell						13		
Diana								
Roger								
Jack								
Ben								
Heather								
Kylee								
Fran								
Cindi								
Trevor								
Greg								
Craig								
Kristin								
Matt								

Analyze the Results:

Which bear (or bears) needs the most kids to equal its weight? *Polar*

Which bear (or bears) needs the least kids to equal its weight? *Sun*

Which bear/student combination is the lowest? *Andrew and the sun bear*

Which bear/student combination is the highest? *Sandra and the polar bear*

What does this data tell you? *The students were always smaller than the bears. Bears are usually much bigger than the students. Bears and people are all different sizes.*

Interesting Facts

Sloth bears are excellent tree climbers. They can make a sound with their mouths that can be heard from over 330 feet away!

Me and My Bear

Sloth bears and I have a few things in common. We both eat fruit, eggs, and honey. We are different because a sloth bear is much bigger than I am. Sloth bears live in forests, and I live in the city. Sloth bears are covered in black fur, and I am not.

Conclusion

I think sloth bears are cute and not scary. I hope I can

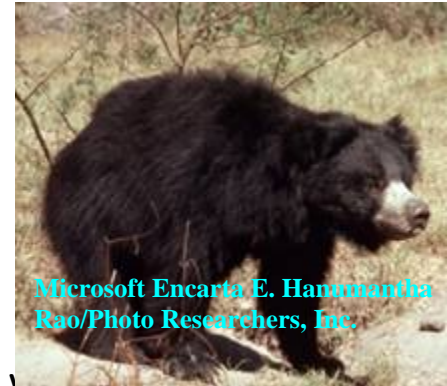
travel to Asia one day to see a real one. We are a lot like animals because we need the same things to survive, like sun and water. We eat some of the same things, and sloth bears and people both have babies.

Work Cited

Bear Den www.bearden.org
Bears www.bears.org/Slobear.html
Wexo, John. *Bears*. San Diego, CA: Wildlife Education, 2000.
Microsoft Encarta E. Hanumantha Rao/Photo Researchers, Inc.

Student Names
School
Classroom
School Address

Sloth Bears



Microsoft Encarta E. Hanumantha Rao/Photo Researchers, Inc.

Written by:

Student names

Where Do Sloth Bears Live?

Sloth bears live in the grasslands and forests of Asia. They live in India, Bangladesh, Nepal, Bhutan, and Sri Lanka.

What Do They Look Like?

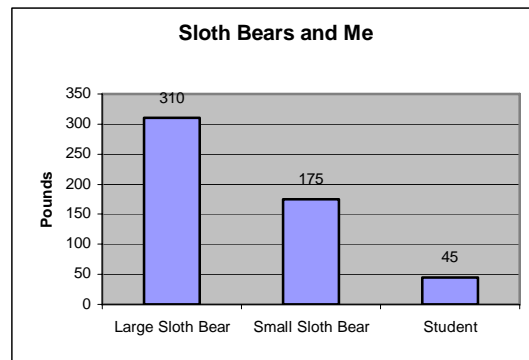
Sloth bears have shaggy black fur with some gray and brown hair. You can tell sloth bears apart from other animals because they have some white hair on their chest. The white hair usually looks like the letter U or Y. They also have some white hair on their muzzle, and sometimes it goes all the way to their eyes.

How Big Are They?

Sloth bears are not very big for bears, but they are much bigger than me! They are not very tall. They are about 60

to 75 inches tall, but they are heavy. They weigh 175 to 310 pounds.

Even the smallest sloth bear



weighs almost four times as much as me.

What Do They Eat?

You don't need to be afraid of a sloth bear if you see

one, because it does not eat the meat of other animals. Sloth bears like to eat termites by sucking them up with their mouth. They can do this because they are missing two of their top teeth. This hole helps them make a tube with their lips and they suck them up.

They also like to eat fruit, plants, eggs, honey, and carrion. I like to eat fruit, plants, honey, and eggs too. But I definitely don't eat carrion or termites!!!

Name _____

Bear Facts Recording Sheet

Bear Type: _____

Where does your bear live? _____

What does your bear look like? _____

How big is your bear? _____

How does your bear compare to you? (Use your Bears and Me sheet to help you.) _____

What does your bear eat? _____

How does the food your bear eats compare to the food you eat? (Use your Bears and Me Venn diagram to help you.)

Write two or more interesting facts about your bear: _____

How are you and your bear the same? _____

How are you and your bear different? _____

Conclusion (Are we like other animals?): _____

Works cited: _____

- * Make sure to include a picture from the computer of your bear.
- * Make sure to write a title for your brochure.